

# Inspection report for Fagley Primary School and Children's Centre

---

Local authority	Bradford
Inspection number	383438
Inspection dates	8–9 February 2012
Reporting inspector	Christine Potter

Centre leader	Vanessa Hawkins
Date of previous inspection	Not applicable
Centre address	Fagley Primary School Falsgrave Avenue Fagley Bradford West Yorkshire BD2 3PU
Telephone number	01274 770434
Fax number	01274 631515
Email address	fagleychildrencentre@yahoo.co.uk

Linked school if applicable	107249 Fagley Primary School
Linked early years and childcare, if applicable	Not applicable

The inspection of this Sure Start Children's Centre was carried out under Part 3A of the Childcare Act 2006 as inserted by section 199 of the Apprenticeships, Skills, Children and Learning Act 2009.

**Report Published:** March 2012

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/publications/100080](http://www.ofsted.gov.uk/publications/100080).

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No.100080

© Crown copyright 2012



## Introduction

The inspection addresses the centre's contribution to:

- facilitating access to early childhood services by parents, prospective parents and young children
- maximising the benefit of those services to parents, prospective parents and young children
- improving the well-being of young children.

The report is made to the local authority and a copy is sent to the children's centre. The local authority may send the report to such persons it considers appropriate and must arrange for an action plan to be produced in relation to the findings in this report.

An inspection of the co-located partner primary school was carried out at the same time as the inspection of the centre under Section 5 of the Education Act 2005. The report of this inspection is available on our website [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This inspection was carried out by one additional inspector and one early years inspector. The inspectors held meetings with the centre leader, staff, a wide range of partners, a representative of the local authority linked to the centre and users. They observed the centre's work and looked at a range of relevant documentation.

## Information about the centre

Fagley Primary School and Children's Centre is a purpose-built phase two centre, which opened in 2008. The centre is based in a separate building located on the site of Fagley Primary School. The school's Governing Body manages the centre. The children's centre committee currently comprises the Chair of the Governing Body, the headteacher, two parent governors and a community representative. The headteacher of Fagley School is also head of the children's centre, with day-to-day management delegated to the centre leader. The centre works in close partnership with the school.

The centre offers a range of services on site and at one other nearby venue, either directly provided by the centre or commissioned through the centre, together with outreach support. The centre signposts users to other services provided within the community. Designated childcare facilities are provided locally through a partnership network of childminders.

The centre is situated in the middle of the Fagley estate, a small local authority housing estate where there are high levels of deprivation. National neighbourhood statistics show considerable social and economic disadvantage and ethnic diversity within the reach area. Unemployment is high with just under 70% of children aged from birth to four years living in workless households; levels of literacy and numeracy are low. Most children entering

Early Years Foundation Stage have skills and levels of development below those expected for their age.

Within the area, 64% of families are White British, and 34% are of Asian (mostly Pakistani) heritage. A small number of families from other ethnic groups make their home within the community.

## Inspection judgements

**Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

### Overall effectiveness

**The effectiveness of the children's centre in meeting the needs of and improving outcomes for families**

**2**

### Capacity for sustained improvement

**The centre's capacity for sustained improvement, including the quality of its leadership and management**

**2**

## Main findings

The overall effectiveness of Fagley Primary School and Children's Centre is good. The centre's inclusive and welcoming environment, the enthusiasm and dedication of the staff in caring for and supporting families, and its good partnership working, combine to ensure that it has a positive impact on the lives of those children and families who use it. Comments such as, 'I used to feel isolated with no one to talk to' and 'They always listen to you here', reflect the feelings of many parents. They say how important the centre has become in building confidence, providing support and giving them hope for the future.

Early identification of families' specific needs, through birth visits and subsequent outreach work, are fundamental to the centre's success. Family support workers ensure that families, particularly those whose circumstances make them most vulnerable, receive cohesive packages of care and are well supported in accessing multi-agency services and engaging in centre activities. Parents of disabled children and those with special educational needs feel particularly well supported.

The centre's work to promote equality of opportunity is good. The centre is successful in identifying and removing barriers to access for all groups and in celebrating diversity. Good safeguarding procedures with well-established systems and links to other services ensure that concerns are identified and prompt action is taken to support families in need.

Families using the centre enjoy the range of activities offered and most are well attended. Many parents indicate that they have an increased awareness and understanding of how to

keep their families safe and healthy and are confident to apply new skills at home. Relationships between those using the centre are positive and respectful. Parents are regularly involved in consultation and evaluation, and they know that their views will be taken into account.

Many parents have achieved greater self-confidence, which enables them to enhance their skills as parents and broaden their understanding of how children learn and develop. The centre has a positive impact on preparing children for transition to school. Children's achievements, as demonstrated by their results in the Early Years Foundation Stage Profile, have improved overall. The gap between the lowest achieving 20% and the rest has narrowed. The centre has not fully developed consistent systems to ensure that planning is matched to desired learning outcomes and for monitoring children's progress across the centre's activities, although they recognise this as a need. Recent consultation within the community has led to the development of adult learning opportunities. Parents accessing these services are developing confidence and skills, which will prepare them for further training and employment.

Good leadership and management by the governing body, head of centre and centre leader has enabled the centre to develop and improve the services it provides for families. The senior management team has an accurate view of the centre's strengths and areas for development based on well-established procedures for monitoring and evaluating provision. Services are adapted and modified accordingly. Leaders and managers have a good understanding of the reach area and supervision arrangements ensure that all staff have the appropriate knowledge and skills to carry out their work effectively. Clear and challenging priorities form the basis for the centre's action planning, although this does not currently incorporate specific measurable targets for improvement.

The positive impact of the centre's work on the majority of outcomes for children and families, together with good leadership and management of the centre, indicate that the centre has good capacity to improve.

## **What does the centre need to do to improve further?**

### **Recommendations for further improvement**

- Strengthen self-evaluation and development planning by using data more effectively to set targets that are specific and measurable, and to demonstrate more clearly the impact of the centre's work on improving outcomes.
- Improve learning outcomes for young children using the centre by developing consistent systems for planning and monitoring their progress across the range of activities provided by the centre.

## How good are outcomes for families?

2
---

Parents understand healthy living through a wide range of activities. The 'Cook and Eat' group provides opportunities to learn about healthy eating. Parents are keen to try new recipes at home and provide healthier options for their children. The outdoor play area and family trips are used well to increase awareness of the benefits of physical exercise. Rates of childhood obesity have fallen. Parents attending the antenatal and baby group learn about enhancing the health of babies and new mothers, including breastfeeding and oral hygiene. Parents are positive about the impact of the work of the podiatrist on caring for their babies' feet. Events such as the 'Healthy Heart' day provide parents with a holistic approach to healthy living. The centre successfully raises the profile of emotional well-being through specific parenting programmes.

Parents appreciate the safe and secure environment provided for families at the centre. They are confident that their children will be well cared for and that staff will always listen to their concerns. Birth visits by outreach staff include personalised home safety checks for all families and provide support for obtaining necessary safety equipment. Parents' understanding of how to manage their children's behaviour and keep their children safe is increased through the positive role models provided by staff. Family support pathways and multi-agency working are a key part of the centre's work and are successful in supporting families and safeguarding children.

Children and adults alike thoroughly enjoy playing and learning at the centre. Parents comment positively on the opportunities provided for activities that they would be unable to provide at home, such as messy and outdoor play. Specific projects have led to an increase in library use by families attending the centre. Activities provided by the centre, such as the 'Ready Steady' transition group and strong links with the school and childminders, have contributed to improvements in children's readiness for school and outcomes in the Early Years Foundation Stage. However, activity plans do not always include explicit links to learning outcomes. Opportunities for adult learning have been developed through consultation. Participation and completion rates are high and have enabled individuals to meet specific learning goals, but the overall impact is not yet measurable.

Adults and children using the centre demonstrate positive attitudes and an atmosphere of respect prevails. Parents report how their confidence has grown through courses such as 'Map Your Way to Confidence', enabling them to deal with different situations. They appreciate activities which enable their children to interact socially and develop skills such as sharing and taking turns. Parents feel that their views matter. The well-established Parent Engagement and Evaluation Platform regularly consults with them and was instrumental in developing the centre's 'Respect Policy'. Joint training for parents and staff in creative evaluation strategies was particularly valuable. Members of the teenage parents' group have gained accreditation as sexual health facilitators and have used their expertise with local young people. Further volunteering opportunities are in an early stage of development.

Appropriate resources in play and learn sessions develop children's independence and understanding of the wider world. Adult training such as 'Return to Learn' is enhancing parents' work readiness and employability. Crèche facilities at the centre enable parents to attend training. Signposting to Jobcentre Plus and the Family Information Service ensure that users receive appropriate guidance regarding benefits, housing and employment opportunities. Currently, there is insufficient information to show the full range of progress made by parents.

These are the grades for the outcomes for families:

<b>The extent to which children, including those from target groups, are physically, mentally and emotionally healthy and families have healthy lifestyles</b>	<b>2</b>
<b>The extent to which children are safe and protected, their welfare concerns are identified and appropriate steps taken to address them</b>	<b>2</b>
<b>The extent to which all children and parents, including those from target groups, enjoy and achieve educationally and in their personal and social development</b>	<b>3</b>
<b>The extent to which children engage in positive behaviour and develop positive relationships, and parents, including those from target groups, contribute to decision-making and governance of the centre</b>	<b>2</b>
<b>The extent to which children are developing skills for the future and parents, including those from target groups, are developing economic stability and independence including access to training and employment.</b>	<b>3</b>

## How good is the provision?

**2**

The centre staff have a good knowledge of the local community, understand the barriers to engagement and strive to ensure that those with the greatest needs receive personalised support. A particular strength is the early identification of individual families' needs through birth visits. This paves the way for family support pathways, which fully include families in identifying personal goals. Services are adapted well to meet individual needs, including taking play facilities to the home where families are unable to access the centre. The majority of activities are well attended and achievements are celebrated through the awarding of certificates. The centre offers valuable support to a range of carers including foster parents and grandparents, and recognises the need to develop strategies to engage more male carers.

The centre prides itself on raising the aspirations of all users. The 'New Shoots' consultation has effectively identified learning needs within the local community and programmes have recently been put in place to improve educational and personal development and to give participants confidence to progress to further training or employment. Courses in basic skills and for parents for whom English is an additional language are provided through links with the school. However, personal target setting, particularly in relation to learning outcomes for young children, is not sufficiently detailed to measure all users' achievements.

Parents know that they can turn to the centre and someone will be available to help them. Many parents commented on the warm, welcoming 'family' atmosphere provided by the centre. They feel confident and relaxed and appreciate the good relationships between them and staff, which are at the heart of the centre's work. Those using the centre can obtain a wide range of information and advice on many aspects of their lives, either through leaflets they can read themselves or by speaking to someone at the centre. Some information is provided in users' home languages. Case studies and personal testimony demonstrate the wealth of emotional support provided in times of crisis, together with more practical day-to-day assistance, such as helping to organise finances or attend appointments.

These are the grades for the quality of provision:

<b>The extent to which the range of services, activities and opportunities meet the needs of families, including those in target groups</b>	<b>2</b>
<b>The extent to which the centre promotes purposeful learning, development and enjoyment for all families, including those in target groups</b>	<b>3</b>
<b>The quality of care, guidance and support offered to families, including those in target groups.</b>	<b>2</b>

## How effective are the leadership and management?

**2**

Centre leaders and managers are committed to improving the centre's role in the community. They are well supported in this by the close partnerships with other services, by hardworking staff and partners, and by the supportive governing body. The centre has become established at the heart of the community and there has been a significant increase in the number of users engaging with services.

Well-organised arrangements for governance include clear management structures and lines of responsibility. Systems for professional supervision and performance management are well embedded. The governing body has become increasingly well informed and is now involved in systematic evaluation of the impact of the centre's work.

Evaluation of services is good, through a range of feedback opportunities and consultations with children, parents and professional partners. Action planning accurately reflects priorities, but the use of data is at an early stage. The development plan does not currently identify measurable targets to demonstrate clearly the impact that it is having on improving outcomes.

Resources are managed well and evaluations show that users appreciate the quality of the environment within the centre. Resources are used creatively and plans are in place to develop staff and parents' skills further to ensure the sustainability of services. Feedback from users and partners is used in planning services to ensure cost effectiveness and good value for money.

The inclusion of all families is central to the centre's vision. Clear policies are in place and discrimination is not tolerated. Those using the centre comment that they never feel judged and recognise that people from all walks of life are helped to attend. Bilingual staff ensure that everyone is made to feel welcome and the range of users reflects the mix in the community. Some resources are available in different languages and diversity is celebrated within activities. The centre rightly prides itself on its effectiveness in recognising and overcoming barriers to access and supporting parents as they develop the confidence to use the centre.

Policies and procedures for safeguarding are good and are regularly reviewed to ensure the safety, security and well-being of all those who use the centre and its services. All required recruitment and vetting checks are carried out and staff are trained to appropriate levels. Multi-agency working and the use of the Common Assessment Framework are well established and ensure that a range of professionals work together well to safeguard and protect children and families. Staff are alert to any signs of safeguarding concerns and timely intervention, particularly through family support work, frequently prevents escalation of concerns.

A range of partnerships with health, education, police and other community services is well established and is fundamental to the centre's work with children and families. Information is shared well at individual, family and community level and relationships between professionals are managed effectively. The centre is proactive in developing relevant partnerships where this will be beneficial to the users of the centre, such as with childminders, the school nursery and other children's centres.

The centre adopts a range of strategies to increase user engagement, including birth packs, home visits and regular newsletters to all those registered. Outreach work is particularly successful in engaging with those families most in need. Parents' high levels of satisfaction are demonstrated by their regular use of the centre.

These are the grades for leadership and management:

<b>The extent to which governance, accountability, professional supervision and day-to-day management arrangements are clear and understood</b>	<b>2</b>
<b>The effectiveness of evaluation and its use in setting ambitious targets which secures improvement in outcomes</b>	<b>2</b>
<b>The extent to which resources are used and managed efficiently and effectively to meet the needs of families, including those in target groups</b>	<b>2</b>
<b>The extent to which equality is promoted and diversity celebrated, illegal or unlawful discrimination is tackled and the centre fulfils its statutory duties</b>	<b>2</b>
<b>The effectiveness of the centre's policy, procedures and work with key agencies in safeguarding children and, where applicable, vulnerable adults</b>	<b>2</b>

<b>The extent to which partnerships with other agencies ensure the integrated delivery of the range of services provided by the centre to meet its core purpose</b>	<b>2</b>
<b>The extent to which the centre supports and encourages families in the reach area to engage with services and uses their views to develop the range of provision.</b>	<b>2</b>

## **Any other information used to inform the judgements made during this inspection**

When making their judgements, the inspectors took into account the findings from the coordinated inspection of Fagley Primary School.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaining about inspections*, which is available from our website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like us to send you a copy of the guidance, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## **Summary for centre users**

We inspected the Fagley Primary School and Children's Centre on 8 and 9 February 2012. We judged the centre as good overall.

Thank you for making us feel so welcome and for contributing to the inspection by sharing your experiences and views of your children's centre. It was good to hear how much you appreciate all the centre staff do to help and support you and how the centre has made a difference to your lives.

Many of you told us, and we noticed while we were there, how welcoming, friendly and helpful the staff are, and how they always listen. You never feel judged and are always treated as individuals. One of you commented that the centre is like an 'oasis'. We could see through watching activities, talking with you and looking at all the photographs, that you enjoy the many opportunities to have fun and to play and learn with your children. You enjoy seeing your children making friends with other children, learning to share and take turns, and becoming more independent. Many of you told us how the courses for adults have made you feel much more confident and how you now want to do more training to help you become volunteers or gain employment.

The centre works well with many partners to provide health advice, information about benefits and employment, and support for you and your families when you are going through difficult times. The staff take good care to ensure that you and your children are kept safe, and you really appreciate this when you leave your children in the crèche so that you can attend courses. Many of you are involved in consultations and you know that the

staff listen to your views and that your opinions matter. Some of you said how much you appreciated the opportunity to attend training events with the staff.

We know that the centre staff are very committed to making the centre even better. We think that they could help your children learn even better by tracking their progress at different sessions and sharing this with you. We have also suggested that they use data more effectively to set targets and measure improvements in the services provided and the impact of their work upon families.

Thank you again for taking time to talk with us and we wish you and your families every success in the future.

The full report is available from your centre or on our website [www.ofsted.gov.uk](http://www.ofsted.gov.uk).